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| **Unit Title: The People, The Preamble and the Presidents**  **Grade 3/Quarter 3/Unit 4** |

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| **Conceptual Lens:**   **In this fourth four-week unit of third grade, students read about the people, the Preamble (to the Constitution), and the presidents of the United States.**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  Building on knowledge of the notable people in the last unit, students read informational texts about the people who came to America and established a new government in the eighteenth century. They read about the lives of presidents, research one president of interest, and write a “bio-poem” (i.e., a biography in poem form). Finally, students create and perform a cumulative choral reading of the Preamble and memorize it for an oral recitation.   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | 1. Students will be able to explain how a text’s illustrations help the reader understand the meaning of the story including how the illustrations show mood, character traits and setting. RL.3.7 2. Students will be able to demonstrate understanding by asking and answering questions referring to a specific text. RI.3.1 3. Students find meaning of words and phrases in nonfiction text through using dictionaries, Internet sources, etc. and create their own definition. RI.3.4 4. Students can distinguish their own point of view of a text from the point of view of the author. RI.3.6 5. Students show how sentences and paragraphs in a text are connected through either compare/contrast, cause/effect, or sequence. RI.3.8 | 1. Students can write an opinion piece where they can: W.3.1   a - introduce a topic or name of a book, state an opinion, and create an organizational structure,  b - provide reasons that support their opinion,  c - use linking words to give a reason to support my opinion, and  d - provide a concluding section or statement.   1. Students can produce piece of writing that are appropriate for third grade tasks and purposes. W.3.4 2. Students can use guidance from adults and peers to plan, revise, and edit writing. W.3.5 | 1. Students can identify and know meanings of common prefixes and suffixes. RF.3.3 (a) 2. Students can decode multi-syllable words. RF.3.3(c) 3. Students can read third grade text with purpose and understanding. RF.3.4 (a) 4. Students can read third grade text aloud with accuracy, expression, and appropriate rate. RF3.4 (b) 5. Students can use context strategies to understand unknown words. RF.3.4 (c) 6. Students can ask and/or answer questions of a speaker to clarify/deepen my understanding. SL.3.1 7. Students can use conventional spelling for high-frequency and other words I’ve studied. L.3.2 (e) 8. Students can use spelling patterns and generalizations in my writing. L.3.2 (f) 9. Students can use glossaries and dictionaries to determine the meanings of words. L.3.4 (d) 10. Students can distinguish shades of meaning between words. L.3.5 |  |  | | --- | | **Stage 2 – Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task is to be completed at the end of the third quarter – Week 9!**   |  | | --- | | **Prerequisite for this task: Students need to have already completed an informational visual anchor chart describing a planet, moon, or other object/area in our solar system which will be completed in Unit 5 of Quarter 3.**  **Performance Task:**  **Goal: Your goal is to make an opinion piece about the most important planet for the United States to visit next**  **Role: You are an expert at the local planetarium**  **Audience: The audience is a group of ten individuals who are the executive directors of NASA**  **Situation: You have been asked to develop a presentation paper sighting your opinion regarding which planet or area in space your country should travel to next and why.**  **Product/Performance and Purpose: You need to choose from one of the previously researched areas in our solar system. You will write an opinion piece. Your writing will state facts as evidence to prove why your choice of location in our solar system is the best for the United States to visit next.**  **Standards & Criteria for Success: Your opinion writing should include… See Rubric** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Rubric for Third Grade Units 4 and 5**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Focus** | The writer clearly states an opening sentence, which captures the reader’s attention and includes an opinion. | The writer has an opening sentence, which includes an opinion. | The writer has written an opinion. | The writer does not express an opinion. | | **Development** | The writer clearly states at least three reasons with at least 2 supporting details for each reason. | The writer clearly states reason with at least two supporting details for each reason. | The writer clearly states reason with at least one supporting detail for each reason. | The writer states reasons but no details. | | **Organization** | Reasons and details are expressed in a logical order with the usage of several appropriate transition words. | Reasons and details are expressed in logical order with the usage of at least three appropriate transition words. | Reasons and details are expressed with the usage of at least two transition words. | Reasons are expressed without transition words. | | **Conclusion** | The writer clearly paraphrases his/her opinion. | The writer restates his/her opinion. | The writer attempts to restate an opinion. | The writer does not restate an opinion. | | **Mechanics** | The writer uses a variety of sentences which flow smoothly. There are no more than 2 errors in grammar, punctuation, capitalization and spelling. | The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization and spelling. | The writer uses little variety of sentences. There are no more than four errors in grammar, punctuation, capitalization and spelling. | The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization and spelling. | | | |   **Stage 3 – Learning Experiences** | | | | | | | | | |
| **Unit Progression** | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | | | **Week 4** | |
| **Big Ideas** | **Presidents, Citizenship & Diversity**  How do the texts illustrations show mood, character traits and setting?  Students will distinguish their own point of view of a text from the point of view of the author. | **America’s Past &**  **Immigration**  Students will demonstrate comprehension through asking and answering questions referring to a specific text. | | **Presidents, Preamble, Government**  **Dramatic Presentation**  Students will find meaning of words and phrases in nonfiction text and create their own definitions. | | | **Presidents**  **Biopoem**  Students show how sentences and paragraphs in a text are connected through either compare/contrast, cause/effect, or sequence. | |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**   * + - *Woodrow for President: A Tail of Voting, Campaigns, and Elections* (Peter J. and Cheryl Shaw Barnes)     - *Arthur Meets the President: An Arthur Adeventure*(Marc Brown)     - *Otto Runs for President*(Rosemary Wells)     - *The Garden on Green Street*(Meish Goldish)     - *Vote!* (Eileen Christelow)     - *So You Want to Be President?* (Judith St. George/David Small)   **Poems (Read Aloud)**   * + - “The Star-Spangled Banner” (Francis Scott Key)     - *The Star-Spangled Banner*(Francis Scott Key)     - “The Flag Goes By” (H.H. Bennett)     - “George Washington” (Rosemary and Stephen Vincent Benet)     - “Washington Monument by Night” (Carl Sandburg) (EA)     - “A Nation’s Strength” (Ralph Waldo Emerson) | | | **Non –Fiction**   * + - *We the Kids: The Preamble to the Constitution*(David Catrow)     - *Shh! We’re Writing the Constitution*(Jean Fritz and Tomie dePaola)     - *…If You Were There When They Signed The Constitution*(Elizabeth Levy and Joan Holub)     - *James Madison: Fourth President 1809-1817*(Mike Venezia)     - *The Presidency*(Scholastic, ATrue Book: Government) (Patricia Ryon Quiri)     - *The Presidency* (Scholastic, True Books) (Christine Taylor-Butler)     - *Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)*(Kathleen Krull and Kathryn Hewitt)     - *Smart AboutTthe Presidents* (Smart About History) (Jon Buller, Susan Schade, Maryann Cocca-Leffler, Dana Regan, and Jill Weber)     - *Remember the Ladies: 100 Great American Women*(Cheryl Harness) | | | | | | |
| **WEEK 1** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   1. Comprehension Toolkit Book 5 Spotlight New Thinking Lesson 16   Together in Pinecone Patch by Thomas F. Yezerski setting, illustrations, character traits, and mood   1. Comprehension Toolkit Book 5 Distinguish Your Thinking From the Author’s Lesson 20   Comprehension Toolkit Textbook Lesson Text “Are You a Citizen if You Can’t Vote?”  Comprehension Toolkit Textbook Lesson Text “The Struggle for Equal Rights” | | | | | **Standards**  **RL.3.7**  **RI.3.6** | | **“I Can” Statements**  I can explain how a text’s illustrations help the reader understand the meaning of the story including how the illustrations show mood, character traits and setting.  I can describe the difference between my point of view of a text from the point of view of the author. | |
| **Essential Questions**  **How does the text’s illustrations help the reader understand the meaning of the story?**  **How does the text’s illustrations show mood?**  **How do the text’s illustrations show the setting of the text?** | |
| **Jan Richardson Strategies The Next Step in Guided Reading**  **Microthemes-Students select one of the themes and write a paragraph that explains how the theme was illustrated in the book. A theme is a message the author wants to communicate or a lesson the character learns. Page 195**  **Character Analysis-Students select one of the main characters in the story and identify a character trait and write a paragraph using examples from the story. Page 194** | | | | | **Standards**  **RL.3.7** | | **“I Can” Statements**  I can write a paragraph that explains how the theme is illustrated in the book.  I can select a main character in the story and tell a character trait using examples from the story. | |
| **Essential Questions**  **How does the text’s illustrations help the reader understand the theme of the story?**  **How does the story’s text and illustrations help the reader understand character traits of the main character?** | |
| **Other Whole Group Reading Learning Experiences**  Introduce the unit by writing the three key words on the board: “people,” “preamble,” and “presidency.” As you work through each word (possibly over a few days /class periods), give students a copy of a [semantic map](http://t4.jordan.k12.ut.us/teacher_resources/inspiration_templates/organizers/Conceptword.html) and display yours (on an overhead projector, document camera, or SMART Board, for example). Using dictionaries for reference, begin with the word “people.” To ensure full participation, require each student to “turn and talk” about each part of the map before filling in the spaces. Maps such as these create a richer understanding of a word they already know (e.g., “people”) by looking at parts of speech and the word’s synonyms. (L.3.1b, L.3.1c, L.3.4b, RF.3.3a, L.3.4d, L.3.6)  Study the illustrations in *We the Kids: The Preamble to the Constitution* (David Catrow) to demonstrate the role of the illustrator in illuminating meaning of text.  Using a copy of an illustration, students will write down how the illustrator used his art to help the author explain the meaning of the text including mood, character traits and setting. Using the book *We the Kids: The Preamble to the Constitution*(David Catrow) discuss the role of an illustrator in telling a story. Showing only the illustrations (by, for example, covering the text with Post-Its), have the students concoct a story aloud and together. After the students have created a story, show them that the text for the book is actually the Preamble to the Constitution. Together, read the book again to see how each illustration illustrates the meaning of a phrase.(RL.3.7, SL.3.1)  **Suggested Texts for Activity:**  America the Beautiful a Song to Celebrate the Wonders of America by Katharine Lee Bates illustrations and setting-Follet ebooks.  The Memory Coat by Elvira Woodruff and Michael Dooling \*illustrations, character traits, and mood  Molly’s Pilgrim by Barbara Cohen \*character traits and mood | | | | | **Standards**  **RI.3.4**  **RL.3.7** | | **“I Can” Statements**  **I can find the meaning of words and phrases through using dictionaries.**  I can explain how a text’s illustrations help the reader understand the meaning of the story including how the illustrations show mood, character traits and setting.  I can distinguish my point of view of a text from the point of view of the author.  I can describe the difference between my point of view of a text from the point of view of the author. | |
| **Essential Questions**  **How does the text’s illustrations help the reader understand the meaning of the story?**  **How does the text’s illustrations show mood?**  **How do the text’s illustrations show the setting of the text?**  **How can you distinguish your point of view from that of the author’s?** | |
| **Writer’s Workshop** | Source: "Explorations in Nonfiction Writing" by Tony Stead and Linda Hoyt  Session 1 - Identifying the Purpose and Features of a Description p. 8 -9  Session 2 - Selecting and Noting Facts from Multiple Sources p. 10-11 | | | | | **Standards**  **W.3.1 a-d**  **W.3.4**  **W.3.5** | | **“I Can” Statements**  I can write an opinion piece on familiar topics or texts and tell my point of view with reasons for my point of view.  I can define point of view.  I can select a topic or text for an opinion piece.  I can determine an opinion about the text or topic.  I can choose an organizational structure for my writing.  I can use linking words and phrases to connect my opinion and the reasons for my opinion (because. therefore, since, for example).  I can create an opinion piece on a topic or text which introduces the topic or text, states an opinion, organizes ideas  With help from adults, I can write for a purpose.  With help from adults, I can use the right strategies for organizing my writing.  With help from my peers and adults, I can recognize how to plan, revise, and edit. | |
| **Essential Questions**  W.3.1  What reasons will you include to match your opinion?  How did you choose which reason to put first, second, last?  Is your writing clear to the reader?  What words did you use to connect your reasons?  How did you end your writing?  **W.3.4**  Who will be reading your writing?  Are you writing to tell a story or to help someone learn more about a topic?  Why are you writing this?  Who are you writing this for?  What words can you use to make sure your reader understands your ideas?  What words will you use to make your reader excited to read your writing?  **W.3.5**  What are your ideas for your story?  Have you made a plan for your story?  What would be a good way to begin your story?  How can you make this more clear?    Which sentence can best be added?  Are there any sentences or words that should be removed?  Have you checked your spelling?  Find three words that you can revise and make more vivid.  How will you end your story? | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Source: Harcourt North Carolina Social Studies - "People Who Make a Difference"  Unit 1 - Citizens and Government  Lesson 1 - Being a Responsible Citizen p. 5 | | | | | **Standards**  **3.C & G**  **1.1-1.3**  **3.C & G**  **2.1-2.3** | | **“I Can” Statements**  **I can show an understanding of the historical development of local governments.**  **I can describe the structure of local government and how it serves citizens.**  **I can show what the three branches of government are.**  **I can use the skills I have learned and use these in civic & public discussions regarding the school and the community.** | |
| **Essential Questions**  **How can I show an understanding of the historical development of local governments?**  **In what way can I describe the structure of local government and how it serves citizens?**  **Can you show what the three branches of government are?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | **Tier Three ELA Words** | | | | |
| **WEEK 2** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   1. Comprehension Toolkit Book 3 Lesson 7 Question the Text   Comprehension Toolkit Textbook Lesson Text “Problems in Jamestown, John Smith Takes Charge”  The Bracelet by Yoshiko Uchida   1. Lesson 8 Read to Discover Answers   “The Eagle Has Landed” (short text in Comprehension Toolkit)   1. Lesson 9 Ask Questions to Expand Thinking   Coming to America the Story of Immigration by Betsy Maestro  Comprehension Toolkit Book 4   1. Lesson 14 Read with a Question in Mind | | | | | **Standards**  RI.3.1 | | **“I Can” Statements**  **I can show my understanding by asking and answering questions about the text.** | |
| **Essential Questions**  **Can you ask and answer questions specific to a text to demonstrate understanding?** | |
| **Jan Richardson Strategies**  **Alternate Ending-Students think of a different way the story could have ended. They write a paragraph that describes what could have happened and what the consequences would have been.**  **Key-Idea Poem-students use important ideas from the text to write a non-rhyming poem. Page 196** | | | | | **Standards**  RI.3.8 | | **“I Can” Statements**  **I can show how sentences and paragraphs are connected through cause and effect.** | |
| **Essential Questions**  **How can I show how sentences and paragraphs are connected through cause and effect?** | |
| **Other Whole Group Reading Learning Experiences**  Introduce the book *Coming to America: The Story of Immigration* (Betsy Maestro and Suzannah Ryan) as telling the story of immigration. Tell students that America is unique because so many people have come from so many different backgrounds. To understand how all of these people groups came to the same place, challenge students to think about the sequence of events in America’s history.  Define “chronological order” and relate it to something like your daily schedule or school calendar. As you read the book aloud, have students jot down important events on Post-Its, keeping them in “chronological order.” Ask them also to be thinking about why we might need to have rules to guide our government. (You can extend this lesson to discuss those government rules by pausing on page 14, where students will notice how many people were living together in the growing cities of New York, Boston, Philadelphia, Charleston, Baltimore, and New Orleans. As the page turns, students will see how people started moving west and there was a need for different laws *.*Use this to launch a discussion of the need for a central government.)  Ask and answer questions of a speaker invited to discuss immigration.  Research a president and write a “bio-poem” with information gathered. | | | | | **Standards**  RI.3.8 RI.3.4  SL.3.1 L.3.5b | | **“I Can” Statements**  I can define a sentence.  I can define a paragraph.  I can identify the structure(s) of paragraphs: comparison cause/effect  first, second, third in a sequence.  I can explain how sentences and paragraphs in text are logically connected.  I can determine how a text is organized: comparison cause/effect  first, second, third in a sequence.  I can identify: general academic/domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  I can determine the meaning of: general academic/ domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  I can identify key ideas presented during a discussion.  I can explain the topic using personal ideas, opinions, and reasoning.  I can express ideas clearly.  I can make real-life connections between words and their use (e.g. describe people who are friendly or helpful). | |
| **Essential Questions**  How are sentences different from a paragraph?  What is the connection between sentences and paragraphs?  How are sentences turned into paragraphs?  How are the sentences connected in this paragraph?  How are the ideas organized in this paragraph?  Are there any clues around the word to help you figure out the meaning?  What does this word mean in this sentence?  What does this phrase mean in this selection?  What can you use to help you find the meaning of this word?  Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word?  Where else in the book might you look to help you figure out what the word means?  Are you prepared?  Have you read what you were supposed to read?  What ideas will you discuss?  How will you explain your ideas to others?  What else could you add to that comment?    What questions could you ask of your partner?  What details could you add to answer that question?  When the author wrote \_\_\_\_\_\_\_, what does he/she really mean?  Can you think of something that reminds you of that word?  Look at this word. Do you know anyone who is like this?  Look at these two words. How are they similar? How are they different?  Look at these two words. How are they connected?  What does this really phrase mean? | |
| **Writer’s Workshop** | **Resource:**  "Explorations in Nonfiction Writing" by Tony Stead and Linda Hoyt  Session 3 - Consolidating Information with Key Words p. 12-13 Session 4 - Supporting main Ideas with Strong Details p. 14-15 | | | | | **Standards**  **W.3.1 a-d**  **W.3.4**  **W.3.5** | | **“I Can” Statements**  I can choose an organizational structure for my writing.  I can use linking words and phrases to connect my opinion and the reasons for my opinion (because. therefore, since, for example).  I can create an opinion piece on a topic or text which introduces the topic or text states an opinion organizes ideas. | |
| **Essential Questions** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Source: Harcourt North Carolina Social Studies - "People Who Make a Difference"  Unit 1 - Citizens and Government  Lesson 2 - Citizens Have Responsibilities p. 11 | | | | | **Standards**  **3.C & G**  **1.1-1.3**  **3.C & G**  **2.1-2.3** | | **“I Can” Statements**  **I can tell how citizens contribute to their community: politically, socially, and economically.**  **I can show how citizens contribute to the good of their community’s natural environment.** | |
| **Essential Questions**  **Can I tell how citizens contribute to their community: politically, socially, and economically?**  **How can I show how citizens contribute to the good of their community’s natural environment?**  **In what way can I use the skills I have learned and use these in civic & public discussions regarding the school and the community?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | **Tier Three ELA Words** | | | | |
| **WEEK 3** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  Comprehension Toolkit Book 4 Lesson 10 Infer the Meaning of Unfamiliar Words  George Washington, Rebecca Gomez-Follet ebooks  Comprehension Toolkit Book 4 Lesson 11 Infer With Text Clues  “Titanic” articles from Comprehension Toolkit  What Are the Parts of Government? Follet ebooks  Unit 1 (four lessons) pg 5-27 Social Studies Text  Lesson 3 Unit 7 in Social Studies Textbook  Pages 207-212   1. Define key words in the Preamble to the Constitution. 2. Create an acrostic poem for a key word in the Preamble, demonstrating study of the definition. | | | | | **Standards**  RI.3.4 | | **“I Can” Statements**  I can identify: general academic/domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  I can determine the meaning of: general academic/ domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | |
| **Essential Questions**  Are there any clues around the word to help you figure out the meaning?  What does this word mean in this sentence?  What does this phrase mean in this selection?  What can you use to help you find the meaning of this word?  Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word?  Where else in the book might you look to help you figure out what the word means? | |
| **Jan Richardson Strategies**  **Biopoem -Students follow a predetermined structure to write a poem about a famous person. page 195** | | | | | **Standards**  **W.3.7** | | **“I Can” Statements**  I can research a specific topic by gathering information using various sources and tools.  I can examine information gathered from short research.  I can discriminate (tell) the difference between relevant and irrelevant information. | |
| **Essential Questions**  What will you use to learn more information about \_\_\_\_\_\_?  What different ideas or details will you include about \_\_\_\_\_\_\_?  What facts did you learn from this source?  How will you put this information into your own words?  Make sure you take notes as you are learning information.  How will you sort your details? | |
| **Other Whole Group Reading Learning Experiences**   * + - Orally recite the Preamble.     - Dramatically read the Preamble in collaboration with classmates through a cumulative choral reading.   Divide students into groups of three or four and give them one of the key words (“people,” “Preamble,” or “presidency”). Ask them to write the word on a poster in large bold print. Then have them use their semantic maps to create symbols, pictures, and words (synonyms) that illustrate the rich meaning of each word. Hang the posters around the room to refer to throughout the unit.  **Language Activity / Acrostic Poem**  Using the formatted Preamble text below, give students the following instructions: “Choose a key word (in bold) from the Preamble. Look up the meaning in the dictionary, practice using it in a sentence, and then create an acrostic poem showing what the word means. Include defining phrases, simple similes, or synonyms in the poems.” You may want to do one as a class example and then have the students work independently or put the students with partners to complete the task.    *We the People of the United States, in Order to form a more perfect* ***Union****, establish* ***Justice****, insure domestic* ***Tranquility****, provide for the common* ***defense****,promote the general* ***Welfare****, and secure the Blessings of* ***Liberty*** *to ourselves and our* ***Posterity****, do ordain and establish this* ***Constitution*** *for the United States of America.*  Define key words in the Preamble to the Constitution.  Create an acrostic poem for a key word in the Preamble, demonstrating study of the definition.  **Constitution Preamble-Schoolhouse Rock-** [**www.youtube.com**](http://www.youtube.com)  Divide the class into eight groups to perform a cumulative choral reading of the Preamble to the Constitution. Have the first group read to the comma, the second group read to the next comma, etc. Continue adding voices/phrases until the whole class is reading the Preamble. Students will quickly and naturally memorize the Preamble and can perform it independently as an oral recitation. (RF.3.3c, RF.3.4, RF.3.4b) | | | | | **Standards**  SL.3.1  **SL.3.6**  **L.3.1.b**  L.3.2g  **L.3.4**  **L.3.6**  W.3.10 | | **“I Can” Statements**  I can recognize complete sentences when spoken.  I can identify the audience.  I can recognize the task and situation.  I can speak in complete sentences when appropriate to task and situation.  I can choose a strategy to determine the meaning of an unknown word or phrase.  I can use reference materials, including beginning dictionaries, as needed to check and correct spellings.  I can find words in dictionaries and glossaries.  I can recall third grade vocabulary including words and phrases.  I can relate information read to discussion topics.  I can write an informative/explanatory text that includes facts, definitions, and details.  I can write for various purposes and to various audiences. | |
| **Essential Questions**  What idea will you be presenting?  How will you organize your ideas?  •What details will you include in your report?  •What story will you be telling?  What words have you included to make sure you describe your ideas clearly?  •Have you rehearsed your story with a partner? | |
| **Writer’s Workshop** | **Resource:**  "Explorations in Nonfiction Writing" by Tony Stead and Linda Hoyt   Session 5 - Using Linking Words p. 16-17 Session 6 - Creating Diagrams p. 18-19 Session 7 - Revising Sentences for Variety p. 20-21 | | | | | **Standards**  **W.3.1 a-d**  **W.3.4**  **W.3.5** | | **“I Can” Statements**  I can use linking words and phrases to connect my opinion and the reasons for my opinion (because. therefore, since, for example).  I can create an opinion piece on a topic or text which introduces the topic or text states an opinion organizes ideas  With help from adults, I can write for a purpose.  With help from adults, I can use the right strategies for organizing my writing.  With help from my peers and adults, I can recognize how to plan, revise, and edit. | |
| **Essential Questions** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Source: Harcourt North Carolina Social Studies - "People Who Make a Difference"  Unit 1 - Citizens and Government  Lesson 3 - Community Leaders p. 17 | | | | | **Standards**  **3.C & G**  **1.1-1.3**  **3.C & G**  **2.1-2.3** | | **“I Can” Statements**  **I can show what the three branches of government are.**  **I can use the skills I have learned and use these in civic & public discussions regarding the school and the community.** | |
| **Essential Questions**  **How I can show what the three branches of government are?**  **In what way can I use the skills I have learned and use these in civic & public discussions regarding the school and the community?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | **Tier Three ELA Words** | | | | |

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| **WEEK 4** | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  Comprehension Toolkit Book 5 Lesson 18: Target Key Information  “One if by Land, Two if by Sea” Source Book of Short Text, pages 47-49  Use this lesson focusing on the following during the lesson:  Students show how sentences and paragraphs in a text are connected through either  compare/contrast, cause/effect, or sequence.  Use the following additional texts to continue with compare/contrast, cause/effect, and sequence.  Pocahontas peacemaker and friend to the colonists by Pamela Hill Nettleton –Follet ebooks  Comprehension Toolkit Textbook Lesson Text “Conflicts Over Land” | **Standards**  RI.3.8 | | **“I Can” Statements**  I can define a sentence.  I can define a paragraph.  I can identify the structure(s) of paragraphs: comparison, cause/effect, first, second, third in a sequence.  I can explain how sentences and paragraphs in text are logically connected.  I can determine how a text is organized: comparison, cause/effect, first, second, third in a sequence |
| **Essential Questions**  How are sentences different from a paragraph?  What is the connection between sentences and paragraphs?  How are sentences turned into paragraphs?  How are the sentences connected in this paragraph?  How are the ideas organized in this paragraph? |
| **Jan Richardson Strategies**  **Cause/Effect-Works well with historical texts. Write one paragraph that describes the events or feelings that caused or led to the important event. Page 197** | **Standards**  **W.3.2.b**  **W.3.2.c**  **W.3.2.d** | | **“I Can” Statements**  I can write an informative/explanatory text that includes: facts, definitions, details  I can write an informative/explanatory text which includes linking words and phrases to connect ideas  I can write an informative/explanatory text which includes a concluding statement or section. |
| **Essential Questions**  How will you begin your writing?  How will you group your ideas together?  What facts, details, or definitions will you include?  Are there illustrations that you add to help your reader understand your topic?  What other details and facts can be added to your writing?  What words will you use to connect your ideas?  How will you end your writing? |
| **Other Whole Group Reading Learning Experiences**  Sequence the events of *Coming to America: The Story of Immigration* (Betsy Maestro and Suzannah Ryan)*.*  Compare and contrast two similar books on the presidents:  Choose two books about presidents for the students to compare and contrast, such as *So You Want to Be a President?* and *Lives of the Presidents.* Ask students the following questions:   * + - In what ways are the two books similar?     - How are they different?     - Did you feel that any of the humorous comments made about the presidents were inappropriate? (Note: Be sure they quote from the text to back up their opinion.) | **Standards**  RI.3.1  RI.3.6  RI.3.9 | | **“I Can” Statements**  I can ask questions to show that I understand what I read.  I can identify: my point of view/the author’s point of view.  I can tell the difference between (distinguish) key details and important points. |
| **Essential Questions**  Can you explain what this text is about?  Can you show me in the book where you found that answer?  What is the main idea of your text?  What details in the book support the main idea?  Can you ask a question about your reading, and then answer it?  Who or what is this text about?  What point of view is this text written in?  Who is giving you the information?  How is this different from if you were giving the information?  How does the person giving you the information feel about the topic? How do you know?  What details are the same in both texts?  What details are different in both texts?  How does this text compare to the other text?  Why do you think the details are different when the topic is the same? |
| **Writer’s Workshop** | **Resource:**  **Resource:**  "Explorations in Nonfiction Writing" by Tony Stead and Linda Hoyt   Session 8 - Revising for an Inviting Lead p. 22-23 Session 9 - Editing with Peers p. 24-25 Session 10 - Publishing and Sharing p. 26-27  Research and Informative/Explanatory Writing Activity   * Say to students: "From the books we've read about presidents, choose the president you are most interested in." * Research that president using sources given to you (including the biography you just read). * You will write a bio-poem based on the American president you read about and researched. * Students will use the following format to organize their poem: * Line 1: First, middle, and last name * Line 2: Four jobs held by the man during his life (other than the job of president) * Line 3: Birthplace, child of: (Where was he born? City and State -- Who were his parents?) * Line 4: Lover of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (What is something he really loved?) * Line 5: Educated (Where was he educated? What schools?) * Line 6: Resident of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Where did he live?) * Line 7: Three contributions: (What are important things he did for the country?) * Line 8: Number order of president - ordinal number (Was he the 1st president or the 2nd president?) * Line 9: Nickname (Did your research mention a nickname?)   Same Poem:  *George Washington*  *Surveyor, planter, soldier, commander*  *Born in Virginia, son of Mary*  *Lover of Martha, math, and farming*  *Educated in elementary school*  *Resident of Mount Vernon*  *Revolutionary commander, government creator, humble leader*  *First president*  *Father of our country* | **Standards**  **W.3.1 a-d**  **W.3.4**  W.3.2  W.3.5  W.3.6  W.3.7 W.3.10 L.3.1  L.3.2  L.3.3 | | **“I Can” Statements**  I can create an opinion piece on a topic or text which introduces the topic or text states an opinion organizes ideas.  With help from adults, I can write for a purpose.  With help from adults, I can use the right strategies for organizing my writing.  With guidance and support from peers and adults, I can recognize how to: plan, revise, and edit.  I can plan and write an informative/explanatory text that include(s): a topic that groups related information together.  With guidance and support, I can select appropriate technology tools to develop my writing.  I can research a specific topic by gathering information using various sources and tools.  I can determine how to organize a writing piece based on audience and purpose.  **I can use proper grammar in my writing.**  **I can use proper capitalization and punctuation in my writing.**  I can use words or phrases that create effect (interest) in writing and speaking. |
| **Essential Questions**  How will you begin your writing?  What facts, details, or definitions will you include?  What words will you use to connect your ideas?  How can you make this more clear?  Are there any words that should be removed?  Have you checked your spelling?  How does typing your story make it better?  How would you save your document?  How do you spell check a document?  What can you do on the computer to make your story better?  What different ideas or details will you include about \_\_\_\_\_\_\_?  What facts did you learn from this source?  How will you use grammar correctly?  How are titles capitalized? Which words are not capitalized?  What strategies help you spell words?  What can you use if you don’t know how to spell a word?  Who is your audience?    What word will you use to make this idea more clear? |
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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| The following are links for artwork can lead discussions of how the illustrator is creating mood, character traits, and setting:  Washington   * + - Emanuel Leutze, [Washington Crossing the Delaware](http://www.metmuseum.org/explore/gw/el_gw_bigimage.htm) (1851)     - Gilbert Stuart, [George Washington](http://www.npg.si.edu/cexh/stuart/npglans1.htm) (1796)   Adams   * + - John Trumbull, [John Adams](http://en.wikipedia.org/wiki/File:Adamstrumbull.jpg) (1792-1793)   Jefferson   * + - Jean Antoine Houdon, [Bust of Thomas Jefferson](http://www.monticello.org/highlights/houdon.html) (1789)   Lincoln   * + - Daniel Chester French, [Lincoln Memorial](http://www.visitingdc.com/memorial/lincoln-memorial-address.htm) (1922)   Kennedy   * + - Aaron Shikler, [Oil Portrait of John F. Kennedy (Official Portrait)](http://www.whitehousehistory.org/whha_pictures/presidentshouse_kennedy-01.html) (1970)     - Robert Rauschenberg, [Retroactive 1](http://edu.warhol.org/app_rauschenberg.html) (1964)   Reagan   * + - artist unknown, [Reagan Inaugural Parade](http://www.whitehousehistory.org/whha_pictures/presidentshouse_reagan-09.html) (1981)   Clinton   * + - Simmie Knox, [Bill Clinton (Official Portrait)](http://www.whitehousehistory.org/whha_pictures/presidentshouse_clinton-01.html) (2004) |

**Additional Resources**

* + - [The Preamble to the Constitution: How do You Make a more Perfect Union?](http://edsitement.neh.gov/view_lesson_plan.asp?id=233) (National Endowment for the Humanities) (RI.3.4)
    - [Voting!  What's It All About?](http://www.readwritethink.org/classroom-resources/lesson-plans/voting-what-about-396.html) Voting! What’s It All About? (ReadWriteThink) (RI.3.9)  
      Note: This lesson is about the difference between fact and opinion.
    - [Hands-On Presidential Activity: Children Write to the President](http://americanhistory.si.edu/presidency/5a2d.html)(Smithsonian, National Museum of American History) (W.3.4)
    - [What Happens in the White House?](http://edsitement.neh.gov/view_lesson_plan.asp?id=468) (National Endowment for the Humanities)
    - [A President's Home and the President's House](http://edsitement.neh.gov/view_lesson_plan.asp?id=466) (National Endowment for the Humanities)
    - [How Was the White House Designed?](http://edsitement.neh.gov/view_lesson_plan.asp?id=464) (National Endowment for the Humanities)
    - *Schoolhouse Rock*“[Preamble](http://www.schoolhouserock.tv/Preamble.html)” (1976)
* **The Flag Goes By**
* by *H.H. Bennett*

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| Hats off!  Along the street there comes  A blare of bugles, a ruffle of drums,  A flash of color beneath the sky:  Hats off!  The flag is passing by!   Blue and crimson and white it shines,  Over the steel-tipped, ordered lines.  Hats off!  The colors before us fly;  But more than the flag is passing by.   Sea-fights and land-fights, grim and great,  Fought to make and to save the State;  Weary marches and sinking ships;  Cheers of victory on dying lips;   Days of plenty and years of peace,  March of a strong land's swift increase:  Equal justice, right and law,  Stately honor and reverent awe;   Sign of a nation, great and strong,  To ward her people from foreign wrong;  Pride and glory and honor, all  Live in the colors to stand or fall.   Hats off!  Along the street there comes  A blare of bugles, a ruffle of drums,  And loyal hearts are beating high:  Hats off!  The flag is passing by! |

**Vocabulary:**

* + - bio-poem
    - chronological order
    - cumulative choral reading
    - define
    - definition
    - dictionary
    - sequence
    - synonyms